DOCUMENT RESUME

ED 228 181 SP 021 992

AUTHOR Kraft, Robert E.
TITLE A Comparative Study of Sequence of Instruction When Introducing Golf Skills to Beginners.
PUB DATE Feb 83
NOTE 7p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Athletics; College Students; Comparative Analysis; *Golf; Higher Education; *Psychomotor Skills; *Teaching Methods

ABSTRACT

Three instructional methods of club sequence for introducing golf skills to beginning golfers were compared: (1) full swing; (2) putter and short approach; and (3) freedom of choice. Sixty-eight male and female college students participated in golf lessons twice weekly for 12 weeks, receiving small group and individual instruction. Two forms of evaluation were used: (1) five iron test--14 shots hit to a grid target; and (2) 9 hole score on a par 30 golf course. Findings revealed that the putter and short approach method group achieved significantly greater scores than did the other two groups when using the five iron test. There was no significant difference among the three groups in golf skill when using the nine hole score test as an evaluation. It appears that the initial use of the putter and short irons is an important consideration when introducing golf to beginners. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED228181

A COMPARATIVE STUDY OF SEQUENCE OF INSTRUCTION WHEN INTRODUCING GOLF SKILLS TO BEGINNERS

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Robert E. Kraft

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Dr. Robert E. Kraft
University of Delaware

SP 021992

The purpose of this study was to compare three instructional methods of club sequence for introducing golf skills to beginning golfers. The hypothesis derived was that the sequence of club selection would have no significant effect in the relative acquisition of golf skill.

The sample consisted of 68 male and female undergraduate students (M=38, F=30) with no prior golf experience. The three treatment groups consisted of (1) full swing method, (2) putter and short approach method, and (3) freedom of choice method. Subjects participated in golf twice weekly for 12 weeks. Each meeting, all subjects received small group and individualized instruction depending upon the specific group's design sequence. Two forms of evaluation were used, namely: (1) five iron test - 14 shots hit to a grid target and scored on a deviation from target basis, and (2) nine hole score - played on a par 30 golf course.

The results of an analysis of variance revealed the following findings:

1. In the five iron test, there was a significant difference between the three treatment groups in golf skill at the .05 level. The putter and short approach method group achieved significantly greater scores than either the full swing method group or the freedom of choice method group. Thus, the hypothesis was rejected.

2. In the nine hole score, there was no significant difference between the three treatment groups in golf skill.

3. It can be assumed that using either a full swing method or a freedom of choice method to teaching golf to beginners is equally effective.

4. The significance of the study suggests that the initial use of the putter and short irons is an important consideration when introducing golf to male and female undergraduate students with no prior golf experience.

Introduction

There has been considerable controversy among golf teachers regarding the sequence of instruction for the beginning golfer. Should golf be introduced to the learner with the total movement of the full swing? What golf club should be used in the initial lessons? Should the short approach shots of chipping and pitching precede the teaching of the full swing to the beginner? Should the putter be used initially to insure ball contact and success for the beginner? Gary Wiren, educational director of the PGA, prefers the use of the putter when introducing golf to beginners, but Ellen Griffin, LPGA teaching professional and a National Golf Foundation consultant, recommends starting with the total swing using middle irons. Perhaps it makes no difference what the sequence of instruction is for a beginner, as each individual's learning style is different. Should the golf instructor let the learner choose the sequence?

Statement of the Problem

It was the purpose of this study to compare three instructional methods of club sequence for introducing golf skills to beginning golfers, namely: (1) full swing method, (2) putter and short approach method, and (3) freedom of choice method. Will beginning golfers increase their skills to a greater extent by starting with the full swing as compared to those who start instruction with the putter or to those who have freedom of choice of club selection?

Hypothesis

Stated in null form, the hypothesis derived was that the sequence of club selection when introducing golf skills to beginners would have no significant effect in the relative acquisition of golf skill.

Sampling

The sample consisted of 68 male and female undergraduate students (M=38, F=30) enrolled in beginning golf classes in the Service Physical Education Program at a branch of the College of William and Mary in Virginia. Each subject was enrolled in one of five golf sections, and only those students with no prior golf experience were included in the study. Each subject was randomly assigned to one of the three treatment groups.

Treatment Groups

Students were assigned to one of three experimental groups based upon a table of random numbers.

The three treatment groups consisted as follows:

Group I: This group consisted of 23 subjects (M=13, F=10) exposed to the full swing method. The full swing with a five iron was introduced the first two lessons.

Group II: This group consisted of 23 subjects (M=13, F=10) exposed to the putter and short approach method. Putting was introduced the first two lessons.

Group III: This group consisted of 22 subjects, (M=12, F=10) exposed to the freedom of choice method. Subjects had freedom of choice of club selection throughout the study.

Sequence of Instruction

The sequence of club selection for each group consisted of the following:

Group I: (full swing method)

Week 1 - full swing, five iron
Week 2 - full swing, three iron
Week 3 and 4 - full swing, three wood, driver
Week 5 and 6 - full swing, five iron through driver
Week 7 and 8 - full swing, seven and nine irons
Week 9 - chipping and pitching
Week 10 - putting
Week 11 and 12 - combination of all clubs, station teaching

Group II: (putter and short approach method)

Week 1 - putting
Week 2 - putting and chipping
Week 3 - chipping and pitching
Week 4 and 5 - putting and short approach shots
Week 6 - full swing, nine and seven irons
Week 7 and 8 - full swing, five and three irons
Week 9 and 10 - full swing, three wood, driver
Week 11 and 12 - combination of all clubs, station teaching

Group III - (freedom of choice method)

Weeks 1 - 10 - freedom of club selection and instruction for all lessons
Weeks 11 and 12 - combination of all clubs, station teaching

Instructional Procedures

The subjects participated in golf twice a week for 12 weeks. Each class met for 90 minutes. Two instructors equally divided their time among the three groups, so that each subject had equal exposure to each teacher. Each class meeting, all subjects received small group and individualized instruction depending upon the specific group's design sequence. All subjects received the same course content, which included films, videotaping, rules, etiquette, and practice of technique. Each group had the same amount of practice time as only the sequence of club selection varied between groups. During the final two weeks of the instructional period, all subjects were exposed to station teaching consisting of putting, short approach shots, sand shots, mid irons, long irons, and woods.

Facilities and Equipment

The instructional facilities included a gymnasium, golf nets, field space, golf driving range, and a nine hole executive golf course used for testing.

Each subject was provided with indoor practice balls, regular golf balls, McCall balls, putting carpets, and the following clubs - driver, three wood, three, five, seven, and nine irons, and putter.

Golf Skill Evaluation

Following the 12 week instructional period, two forms of evaluation of golf skill were administered to each subject, namely:

1. Five iron test - 14 shots were hit to a grid target and scored on a deviation from target basis. The center of the target area was 150 yards from the tee for males and 130 yards from the tee for females.
2. Nine hole score - the par 30 golf course measured 1726 yards. The course consisted of six par 3 holes ranging in distance from 110 yards to 176 yards. The three par 4 holes ranged from 251 yards to 310 yards.

Statistical Treatment

The proposed design employed to analyze the data was a one way analysis of variance for each of the two evaluation tools. The purpose of the analysis was to determine if any significant differences between the treatment groups occurred.

Findings and Conclusions

The results of the analysis of data revealed the following findings:

1. In the five iron test, there was a significant difference between the three treatment groups in golf skill at the .05 level.
2. In the nine hole score, there was no significant difference between the three treatment groups in golf skill.

Within the limitations imposed by the design of this study, the following conclusions would appear to be justified:

1. In reference to the stated hypothesis, Group II, the putter and short approach method group, achieved significantly greater scores than either the full swing method group or the freedom of choice method group when using the five iron test as the form of evalaution. Thus, the hypothesis was rejected.

2. There was no statistical difference between the three treatment groups in golf skill when using the nine hole score as the form of evaluation, though the putter and short approach group scores were slightly lower.

3. It can be assumed that using either a full swing method or a freedom of choice method of teaching golf to beginners is equally effective.

4. The significance of the study suggests that the initial use of the putter and short irons is an important consideration when introducing golf to male and female undergraduate students with no prior golf experience.